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ABSTRACT

One of the main emphases in newer elementary social studies programs has been the derivation of content stressing concepts, generalizations, and ideas from the scholarly disciplines of anthropology, sociology, economics, political science, history, and geography. These are fields which deal with man's social life, behavior, and institutions; if a child can get a better understanding of these fields, then he should be able to grasp the social problems of man--one of the primary reasons for teaching social studies. This guide is organized into chapters based on each of the disciplines. Each chapter contains an introduction, a series of basic concepts, groups of primary and intermediate activites, and student and teacher resources. (SID)

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INTRODUCTION

Social studies programs in our elementary schools have been weak because of the lack of good content material. Many teachers have turned the fascinating material covered in social studies into a dull topic by keeping it at a low conceptual level. One of the main emphases in newer programs has been the derivation of content from the scholarly disciplines of anthropology, sociology, economics, political science, history, and geography. These social sciences concern themselves with man's social world. This emphasis on obtaining content from the social sciences has seen a decrease in the teaching of facts and figures and an increase in stressing concepts from the social sciences, which in turn has increased children's liking for the subject.

It must be stated that the aim is not to make social scientists of all of our elementary school youngsters, but it is important that children learn about these organized bodies of knowledge. These are the fields which deal with man's social life, behavior, and institutions; and, if a child can get a better understanding of these fields, then he should be able to grasp a better understanding of the social problems of man--one of the primary reasons for teaching social studies. The concepts, generalizations, and ideas gained from the disciplines will help the child increase his knowledge of the world about him.

The reasoning behind this conceptual approach is based on the premise that there is a structure to knowledge. That is, if we can identify and understand the basic underlying principles of a discipline, then we can work with problems in that area. In other words, before one can grasp the meaning of economics, he must first be acquainted with the central ideas in this field. In turn, the framework of knowledge helps the learner to explain the relationships and findings in this area. These principles, or basic concepts, are what we want to teach; or better said, these are what we want children to understand and to be able to work with.

With every teacher feeling the burden of too much to teach, this approach helps her to narrow the content to be taught. However, it is the teacher's job to present these concepts so the students can understand them. They also must be presented

anew, at a later date, in a more complicated form as the child develops greater powers of reasoning and increases his ability to see relationships and makes use of transfer of learning. Since Bruner made the statement, "....the curriculum of a subject should be determined by the most fundamental understanding that can be achieved of the underlying principles that give structure to that subject,"[1] the search to identify these principles and the quest for ways to teach them have increased.

The content and suggested methodology which are included in the following pages were compiled by a group of teachers and administrators as a special project to improve the quality of social studies instruction in their schools. It is hoped that other educators will find these ideas helpful in other classrooms; for this reason, this material is being made available to teachers who are interested in doing something to improve social studies instruction. Some of the ideas presented here are not new, but perhaps the sharing and dissemination of this knowledge will be of benefit to other teachers and, in turn, benefit the youngsters in our elementary schools by helping them to develop a better understanding of the world in which they live.

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INTRODUCTION TO ANTHROPOLOGY

Anthropology is the study of man. This is a broad definition. The term itself comes from the Greek words anthropos, meaning "man and logos, meaning "discourse". [1] In its wildest limits the science of anthropology covers the entire field of man's history -- his physical structure, his habits and customs; his language; his arts religion, and material civilization; and his distribution over the face of the earth. In this sense anatomy and physiology, psychology ethics, sociology, and a score of other subjects are closely associated with anthropology.

Anthropology is probably the most comprehensive of the sciences dealing with man and his works. The anthropologist combines in one discipline the approaches of both the biological and the social sciences. His problems center, on the one hand, on man as a member of the animal kingdom, and on the other, on man's behavior as a member of society. Furthermore, he does not limit himself to any particular group of men or to any one period of history. The anthropologist places particular emphasis on comparative studies of man in all the areas of his development.[2]

Since the end of the nineteenth century anthropology has increased in both scope and complexity, and it is now common to divide it into two great divisions: (1.) cultural anthropology, which is concerned with non-biological or man-made development of man, and (2) physical anthropology, which is concerned with the biological development of man.[3]

For our purpose in this paper we will limit the study of anthropology to the areas associated with the development and socialization of mankind---their activities, their ideas, and their produce. Cultural anthropology generally embodies this area of study.

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1. Ashly Montagu, Man, His First Million Years, (World Publishing Company, N.Y. 1927) page 24.
2. Ralph L. Beals and Harry Hoijer, An Introduction to Anthropology, (The Macmillan Co., N.Y. 1959) Page 3 and 4.
3. Ashly Montagu, op. cit.

Introduction continued

As already mentioned the anthropologist of today is actively co-operating with sociologists, and psychologists, as with other areas of knowledge in order to understand present-day cultures and sub-cultures more completely; and making applicable comparisons of these.

We plan in this study to emphasize the importance of the individual. No single individual ever gains a knowledge of the whole of his culture. As a member of his culture, the individual is equipped to participate in it, not to become a mere respository of it. Every individual is born with a unique biological endowment of potentialities which are like those of his fellows, but not exactly the same. This is the biological heredity of the individual. The culture into which the person is born constitutes his social heredity. The interaction between the individual's biological and social heredities is, in fact, what constitutes the person. There is no heredity without the interaction between one's bilological equipment of potentialities and the environment or environments in which they undergo development.

Every culture can be regarded as the historic result of a people's attempt to adjust itself to its environment. Before the advent of the twentieth century, that environment was usually narrowly bounded. Today the boundaries which formerly separated people are crumbling before our eyes. Mankind is moving in-spite of occasional appearances to the contrary . . . . . toward unity without uniformity, toward the conditions in which the differences that today separate men will grow to be regarded, not as cause of suspicion, fear, and discrimination, but as no more important than the differences which exist between the members of the same family. To that end, among others, the service of the anthropologist is dedicated.

Beal, Ralph L. and Hoijer, Harry, An Introduction to Anthropology, The macmillan Company, N.Y. 1959.

Goodenough, Ward H., Cultural Anthropology, McGraw Hill Co. N.Y. 1964.

Gillin, John, The Ways of Men, Appleton-Century Crofts, Inc., N.Y. 1948

Honigmann, John, J. Understanding Culture, Harper & Row, New York, 1954.

Montagu, Ashley, Man: His First Million Years, A mentor Book, New American Library, New York, 1960.

Titew, Mischa, The Science of Man, Henry Holt & Co. New York, 1955.

ANTHROPOLOGICAL CONCEPTS AND LEARNING ACTIVITIES

Concept I

Beliefs are those ideas that people accept. Customs, traditions, religion, and personal attitudes about all things are based on one's beliefs.

primary activities

A. Through the socialization process the child first comes to understand his own culture and that of others.

1. The teacher brings in people with varied experiences to share with the children. These people include the dentist, nurse, fireman, policeman, school personnel, etc.
2. The teacher accepts the uniqueness of each child.
3. The teacher gives the children ample opportunity for many enriching experiences such as field trips, excursions, role playing, etc.

B. Young children are aware of the special ways some things are done in their families. Major holidays can be a way of making cultural similarities and differences noticed.

C. Children can understand differences in the way other cultures have celebrated holidays and festivals.

Milhous, Kathrine, The Egg Tree. New York: Scribner, 1950. (The children learn to make an egg tree as "Grandmom" had done as a child). (2-3).

Reck, Alma Kehoe. The First Book of Festivals Around the World. New York: Watts, 1957. (3).

intermediate activities

D. Children are encouraged to compare the Christmas Holiday celebration in our country to that in other countries. The Jewish Hannuka season might be compared to Christmas.

E. Children are encouraged to compare Thanksgiving in colonial times to the present. This can be done through history, literature, art and music.

F. Group discussion and interaction is stimulated on various subjects through the use of Value Sheets. This method of group guidance for the development of individual values in behavior is presented in the following reference.

Raths, Louis E., Harmin, Merrill, and Simon, Sidney B. Values and Teaching. Charles. E. Merrill, 1966. (6).

Concept II

Behavior includes all personal actions of individuals. Behavior includes the way we respond and react to other persons and things.

primary activities

A. Taking or collecting photographs of children in classroom activities, in the home, at play, on trips, etc., can help children see themselves in various behavioral contexts.

B. Such processes as conflict, accommodation, and communication occur in the classroom. The processes observed in the classroom can be compared with similar processes occuring in other social situations.

C. Children can discuss the various "types of behavior" that are expected of them--in the classroom, on the playground, at home, at church, at stores, etc. Children should try to explain the reasons for such behavior.

intermediate actities

D. Children discuss acceptable behavior at classroom parties.

E. Children can discuss desirable behavior for different types of field trip experiences.

F. The children are given the opportunity to observe themselves through the use of videotape. They should be prepared for this experience so that it might be as pleasant as possible--they will be critical of themselves! Each child should be given an opportunity to speak.

Concept III

Basic fundamental problems and needs shape people's beliefs and behavior.

A. Some of the fundamental needs are self preservation and the securing of the necessities of life, (shelter and warmth, food, drink, and movement).

B. Fundamental problems of people are:
1. Fulfilling fundamental needs.
2. Socializing and training of offspring.
3. Explaining life processes (birth, death, etc.).
4. Maintaining proper social and political relations.
5. Explaining natural phenomena.
6. Planning leisure time activities.

primary activities

A. The teacher provides daily for certain fundamental needs that shape the child's physical, mental, social, and emotional development.

1. The child needs security. The teacher provides opportunities so that every child can succeed.

2. The child needs love and success. The teacher praises and acknowledges good efforts.

3. The child needs experience in solving problems. The teacher helps the child "see" and solve his own problems by role play, dramatization, and discussion.

4. The child needs to develop aesthetic appreciation. The teacher provides for experiences with music, fine art reproductions, and nature study.

5. The child needs experiences in material manipulation. The child can manipulate material in cutting, painting, coloring, drawing, and sculpturing.

6. The child needs sensory involvement. The teacher can provide for experiences in the arts and science.

7. The child needs bodily involvement. Dancing, rhythmic activities, games, and dramatization encourage bodily envolvement.

8. The child needs to belong.

a. The teacher accepts the child and encourages the the child's peers to do likewise.

b. The teacher helps the child in developing a respect for others.

c. The teacher organizes group play and work.

d. The teacher gives special assignments so that each child may succeed.

concept III continued

B. Children can see the importance of the family in providing for their basic needs. Children can discuss, draw, and/or dramatize their needs. Teachers should help the children note the great similarities as well as some differences in the needs of all children. After it is established that all people have needs, children are ready for their needs. Some resources aids are:

Kelling, Fein. This Is My Family. New York: Broadman, 1963. (K-1).
Puner, Helen Walker, Daddies, What They Do All Day. New York Lothrop, Lee and Shepard, 1946. (K-2).
Evans, Eva Knox. Why We Live Where We Live. Boston: Little, Brown and Co., 1953. (2-3).

C. The teacher can help the child plan leisure time activities by initiating new games and skills and by encouraging hobbies, collections, clubs, pen pals, etc.

D. The school continues the socialization process of the home by emphasizing respect for members of the family, school personnel, and government officials.

E. In helping the child understand life processes, the teacher can use science lessons on animal families.

intermediate activities

F. Discuss Pioneer needs in Arkansas, (food, shelter, and transportation, etc.) Children should be able to compare the present in the home state to the past.

G. Children should be able to compare life in Colonial America with present times. (production, distribution, and consumption, etc.)

H. Conduct an in-depth study of Mexico; Its people.

Concept IV

All people do not respond or react alike to the same (similar) problems or the same (similar) needs. Interdependence is a common factor in human relations.

primary activities

A. The teacher can find many opportunities to stress the "naturalness and goodness" of differences in people.

1. Height and weight measurements of children in math class or health class can help children understand physical differences.

2. The teacher may explain that some children may finish an activity such as reading or math before other children.

3. Children may come to understand some of the reasons for differences in wealth in their study of the economics of our culture and that of others.

B. Children can learn how people do different things to help meet their similar needs and wants.

1. Field trips can help the child see how each specialization has its purpose. Resources are:

Stanek, Muriel and Johnson, Barbara. How People Live in The Big City. Chicago: Bonefic, 1964. (K-2).
Baull, Grace. Come to Town, New York: Abeland, 1959 (1-2).

2. Duties in the home can show the child the different ways in which family members meet the needs of the family. The school can help the child see the importance of family work. Resource aids include:

Keats, Ezra Jack. Peter's Chair. New York: Harper and Row, 1967. (The family prepares things for baby sister). (K-1).
Lenski, Lois. Papa Small. New York: Oxford, 1951. (K-2).

3. Children can tour the school to see the specialization of school personnel.

4. Children can discover their own specializations in the home--duties; at school -- helper's charts; in organizations such as the church, Cub Scouts, Brownies, etc. A resource aid:
Movie: "Eddie." S.V.E., 16mm, sound, 30 minutes. (When Eddie and his friends make and sell lemonade, they learn cooperation and some free enterprise concepts.) (3).

C. Young children can be made aware of how they meet their needs of play and their needs "to construct" in different ways. Discuss and share the various activities chosen by different children in a "free choice" situation.

intermediate activities

D. Children are given opportunities to compare people of the different regions of the world. (Desert, Plain, Forest).

E. Children are given opportunities to compare different child-training, or childhood education programs from the various regions of the world.

F. Children are given an opportunity to compare the present educational system in their own state with that from history.

G. Children are provided opportunities to compare the past in America with the present in their own locality. They are given opportunities to compare different areas of the United States today. Children are also encouraged to begin the development of some realization of different socio-economic groups.

Concept V

People respond or behave as they have learned. The races of mankind are more alike than they are different.

primary activities

A. Similarities of needs and problems of various national groups may be identified in books. Some books are:

Steiner, Charlotte, A Friend Is Amie. New York: Knopf, 1956. (K-1).
Politi, Leo, Juanita. New York: Scribner, 1948. (1-2).
Evans, Eva Knox. People Are Important. Irvington-on-Hudson, New York: Capitol, 1951. (3).

B. Contrast children in the class on bases of height, weight, and eye and hair color, etc. The teacher should point out that each child has a unique set of physical characteristics which make him recognizable. Children can then be led to see that although they may differ physically they have similar preferences in food, clothes, games, etc. Resource aids include:

Keats, Ezra Jack. The Snowy Day. New York: Viking, 1962. (Peter is a Negro boy--an ordinary boy having fun on a snowy day). (K-2).
Keats, Ezra Jack. Peter's Chair. New York: Harper and Row. 1967. (The illustrations depict a Negro family who are involved like many families--with a new baby). (K-2).

C. Several stories may help children see that children of other races have the same needs and problems as they have. Some books are:

Beim, Lorraine and Beim, Jerrold. Two In a Team. New York: Harcourt, 1945. (1-3).
De Angeli, Marguerite. Bright April. Garden City. New York: Doubleday, 1946. (3).
Faulkner, Georgene and Becker, John. Melindy's Medal. New York: Messner, 1945. (3).
Bontemps, Arna. The Story of the Negro. New York: Knopf, 1958. (3).

intermediate activities

D. A depth-study of the home state will include individual research reports on such themes as: Education Past and Present, People in the City and County, etc.

E. Artists and musicans from the home state will be studied and their works appreciated.

F. Children will be encouraged to compare the early American Indian Culture to the Pioneer's way of life. Through literature, art, music, and historical records children will gather information to enable them to see the likenesses and the differences which separated these groups.

G. Children will work in the depth-study of Mexico in much the same manner as that described above.

Concept VI

The society in which an individual lives has certain regular patterns of behavior they expect from its members.

primary activities

A. Before the teacher begins helping the child understand patterns of behavior, he must be aware of the unique background of the students. This background would include the students' previous learning experiences, religious background, social values, and home environment.

B. Children can discuss, draw, or dramatize what types of behavior are expected of them at home, at school, at church, etc.

C. Children should try to discover the similarities and differences in the behavior of various groups such as parents and children, teachers and students, firemen and policemen, doctors and nurses, etc.

intermediate activities

D. Children at this age are interested in heroes. Wide use should be made at this time of biographies of our State and National heroes. Books of fiction which deal with ideal-type concepts should also be very useful as long as they depect a real culture in action. Children should be encouraged to look for books on their own which cover an area of study; whether this is Indians of the Plains, Mexican Heroes, or Sub-culture Heroes..

E. Children should begin to make inferred-concepts. These concepts might be brought out by such questions as: "How might a Mexican-American feel about the term "wetback"?" "Why would the Jewish-American not celebrate Christmas as others do?" etc.

Concept VII

Patterns of behavior are defined (prescribed and proscribed) for members of each status group.

primary activities

A. The child needs to understand and to participate in group living.

B. Patterns of behavior may include manners. Some resource aids are:

Francoise. The Thank-You Book. New York: Scribner, 1947. (K-1).
Slobodkin, Louis. Thank You, You're Welcome. New York: Venguard, 1957 (K-2).
Leaf, Monro. Manners Can Be Fun. Philadelphia: Lippincott. 1958.
(In cartoon like drawings he describes people who do not play right as pigs, a whiney; the noiseys; a "me first;" smash, rip, or ruin; the toucheys; or the snoopers). (1-3).

C. Young children can discuss such a topic as: "How do we know how to act?"

D. The principal could visit the classroom and discuss some of the rules for school personnel and students.

E. Children could pursue a study of how communities establish patterns of individual and group behavior which their members are expected to follow if they wish to remain in good standing.

intermediate activities

F. Children should study the words of patriotic songs, and folk ballads to see the ideal-type characteristics these songs depict. Some children might be interested in ideal-type behavior depicted in religious songs. These could include songs of different religions.

G. Through the study of current events these children should be led to infer how members of current groups might feel on issues of the day. Examples would be political parties, union groups, college students, special interest groups, and groups such as the "Hippies".

Concept VIII

When we know and understand the patterns of behavior, it is easier to understand the actions and responses of others.

primary activities

A. Young children desire to know "why" they can't do things older children are permitted to do. A good story which emphasizes this idea is:

Felt, Sue. Rosa-Too-Little. New York: Doubleday, 1950. (K-2).

B. Unless the child understands the actions or responses of others, he may misinterpret these actions. A sensitive story about how children come to understand a classmate is:

Yashima, Taro. Crow Boy. New York: Viking, 1955. (2-3).

intermediate activities

C. Through the use of sociometrics, and especially the sociogram the teacher might get a picture of the social structure within the classroom. Using this two or even three different times during the year the teacher might be able to offer individual and group guidance in accordance to acceptable behavior patterns.

D. Projective techniques might be used in game fashion with this age group of children. Interaction which would follow might help the child to know himself better as well as aid his understanding of why some other person might think differently on a particular subject.

E. Special Interest groups, or Hobby Clubs might be organized and given time for meetings on Friday afternoons. Children might be given opportunity to change club membership as their interest changes. These group activities would give children a chance to identify with others of like interest.

Concept IX

To a large degree our culture determines the way we view the world of people and objects. We tend to see our own culture and our own way of doing things as "the best".

primary activities

A. Children often do a similar task in several different ways. The teacher can point out that no one way of doing the task was wrong.

B. In the school atmosphere of group living, the child may first come to realize the vast differences in people and their patterns of behavior. Each child needs to develop confidence in "his way of doing things" by sharing somethings from his home and by being accepted for his unique contribution to the group. Each child should see that there are other ways of doing things and that we can learn from others.

C. Children could write and illustrate a story about their family, neighborhood, or school engaging in daily activities. Following this activity, stories could be read about the daily activities of other families, schools, or communities. Comparisons should be made. Several resource aids are:

Brown, Marcia. Felice. New York: Scribner, 1958. (1-2).
Francoise, Noel For Jeanne-Marie. New York: Scribner, 1953. (1-2).
Schloat, G. Warren. Fay Gow: A Boy of Hon Kong. New York: Knopf, 1964. (3).
Gidal, Sonia and Gidal, Tim. My Village in India. New York: Pantheon, 1956. (3).
Southland, Efua. Playtime in Africa. New York: Atheneum, 1962. (3).
Vandivart, Rita. Young Russia: Children of the U.S.S.R. at Work and at Play. New York: Dodd, 1960. (3).
Sasek, M. (Series of Volumes).
This is Paris (1959).
This Is London, (1959).
This Is Rome, (1960).
This Is Venice, (1961).
This Is Israel, (1962).
This Is Munich, (1961).
This Is Ireland, (1965). New York: Macmillan. (3).

intermediate activities

D. Children can be encouraged to read widely in the areas of depth study as follows:

1. Fourth grade study of the home state: Children should be able to see their home state with pride -- yet realize that each state has its own peculiar advantages.

2. Fifth grade study of the development of America: Children should see the advantages gained for America as a result of the idea - "America: Melting-pot of World Civilizations".

3. Sixth grade depth-study or Mexico and its People: Children should be given the opportunities to appreciate the history and culture of the people of Mexico.

Concept X

Each society believes that its way of life is the most reasonable and that its different patterns of behavior are harmonious.

primary activities

A. Children should be encouraged to probe for reasons behind the requests and commands of their parents and teachers. Understanding the reasons for such things as responsibilities at home and for organization of the school day precedes the cognition of the pattern as a whole.

B. In a study of small communities such as the Australia Aborigines or the Alaskan Eskimos, children can more easily see harmonious patterns of daily activities than they can in our complex society. Materials for an in depth study of these two cultures is provided by: "A Social Science Program of the Educational Research Council of Greater Cleveland".

C. Movies and books can help children understand the patterns of behavior in other cultures.

Movies, S.V.E., 16mm, sound, color.

"Children in Germany."
"Children in Holland."
"Children in France".
"Children in England."
"Children in Japan."

Boer, Friedrich (Ed.). Igloos, Yurts, and Totem Poles: Life and Customs of Thirteen Peoples Around the Globe. New York: Pantheon, 1957. (Each Chapter deals with a primative people, and is told in the first person by a child of the tribe. (3).

Rock, Alma Kehoe, The First Book of Festivals Around the World. New York: Franklin Watts, Inc., 1957. (3).

intermediate activities

D. Children should research the question of slavery in connection with home state history. Individual reports in this area would be excellent. Children should be encouraged to find current newspaper or magazine articles cn this subject. Other minority groups should be identified and reported on.

E. Children should research the status of the American Indian today. Audio-visual materials should be used to depict the culture of the American Indian. If possible an American Indian might talk to the class. Children should appreciate this group as a minority group within our complex society.

F. Audio-visual materials related to the life and culture of the peoples of Mexico should be used in connection with the depth-study in this area.

Concept XI

Man can learn from members of his society and from other societies both present and past. People of all races, religions, and cultures have contributed to civilization.

primary activities

A. Children add to and refine their present learnings. The teacher should help children understand how their past experiences can be used to enhance their present learning situations.

B. Young children can tell or draw what they are learning in their home, school, etc.

C. Children can ask their parents how they learned to do certain activities.

D. Children can collect many "how to do it" materials and place them on a bulletin board. These materials could include recipes, rules for games, instructions on how to make a model car, a page from a workbook, etc.

intermediate activities

E. Children should be led to see that knowledge is cumulative. This should be an outgrowth of any study of historical development of man.

F. Children should be led to see that knowledge is always changing. New ideas and new relationships often alter or change what might be termed factual knowledge. Children must be led to see the necessity of people being able to change with this change in knowledge. Current events should point up this constant change and the importance of man keeping abreast of these changes.

Concept XII

Man inherits accumulated ideas, beliefs, and inventions.

primary activities

A. Children can understand how man inherits accumulated ideas, beliefs, and inventions by reading stories of progress in the world's work. Some stories are:

Floethe, Louise L. The Farmer and His Cows. New York: Scribner, 1957. (K-2).

Gramatky, Hardie. Hercules: The Story of an Old Fashioned Fire Engine. New York: Putman, 1940 (K-2).

Jupo, Frank. Any Mail for Me? 5000 Years of Postal Service. New York: Dodd, 1964. (3).

Batchelor, Julie Forsyth. Communication: From Cave Writing to Television. New York: Harcourt, 1953. (3).

Bendick, Jeanne. The First Book of Ships. New York: Watts, 1955. (3).

Benedick, Jeanne. The First Book of Automobiles. New York: Watts, 1959. (3).

Weir, Ruth C. Thomas Alva Edison: Inventor. New York: Abingdon, 1953. (3).

B. When holidays are celebrated, children can be made aware of the tradition of the holiday. For example, when patriotic holidays are celebrated, teachers can point out that these holidays commemorate our historical heritage. Two stories are:

Dagliesh, Alice. The Tahnksgiving Story. New York: Scribner,

Dagliesh, Alice. The Thanksgiving Story. New York: Scribner, 1954. (2-3)

Deglish, Alice. The Fourth of July Story. New York: Scribner, 1956. (3).

intermediate activities

C. Children should be encouraged to read some library books having to do with science, discovery, and exploration.

Concept XIII

Man in trying to meet his basic needs and problems has established an encompassing behavioral system.

primary activities

A. Use play, dramatizations, and pictures to help children understand the interdependence of family responsibilities.

B. A study of different types of American communities can help children understand the different behavioral systems man has developed in order to meet his basic needs and problems. "A Social Science Program of the Educational Research Council of Greater Cleveland" has prepared a study of five small American communities (Williamsburg, historical: Webster City, Iowa: corn farming; Yakima, Washington, apple growing; Aspen, Colorado, recreation; Crossett, Arkansas, lumbering).

C. The regional literature of Lois Lenski can help children see the "world" of others as well as encourage local pride.

intermediate activities

D. Children should be given the opportunity to refine telephone manners. They should also be given meaningful practice in writing business letters and should discuss the need for standard procedures in business, government, etc.

E. Children should have the opportunity to hold class meetings using parliamentary procedures. They should develop an appreciation of proper methods of conducting meetings.

F. Children should have the opportunity to discuss local, state, and national laws and why they are made.

Concept XIV

Society is always changing. Some changes are more rapid than others. The rate of change varies with cultures.

primary activities

A. Children can be led to distinguish between changes that are a result of natural acts and changes that are a result of human acts. Children can examine photographs for changes brought about by man such as the construction of a new building.

B. One of the best stories which shows change brought about by time is:

Burton, Virginia Lee. The Little House. Boston: Houghton, Mifflin Company, 1942. (K-3).

C. Children can examine old magazines, newspapers, and catalogues for changes brought about by time.

D. Trips to museums can clearly show changes brought about by time.

E. Children can make a simple time line by drawing pictures of a child, a young adult, an older adult, and an elderly person. Underneath each of the pictures one stage of an invention could be pasted. Aircraft would be particularly good for primary age children since it is more recent than many other inventions.

intermediate activities

F. Conservation education should be planned for each of the intermediate grades. A suggested area of emphasis for each grade level might be as follows:

1. Grade four: Conservation of Land Resources
2. Grade five: Conservation of Water Resources
3. Grade six: Conservation of Human Resources

Concept XV

Change in one aspect of society inevitably leads to other changes.

primary activities

A. Children can collect several food containers. The place of distribution should be noted on the container and could be marked on a map. The children should be asked, "How does this food get to (name of town)?" A study of the changes in the transportation system could follow.

B. Young children can dramatize a strike situation. News about strikes could be followed by older primary children. In either case, the children should be led to see the results of the strike on other segments of our economic system.

intermediate activities

C. Children should be helped to see the effect of change upon the development of mankind. They can see the effect new inventions have upon consumer as well as developer and producer. Any study of current events will reveal the wide effect of Supreme Court decisions on all citizens – indeed upon all inhabitants of a country. A study of government, even local level effects all the goverened. School rules could be identified as national or regional standards, state regulations, local policies, building regulations, and classroom regulations.

D. A study of man in space should dramatize the effect of new ideas and change upon the entire world. Emphasis should be made upon the many ways new technology effects the daily lives of each of us.

Concept XVI

Personal perceptions, predispositions, and values complicate man's study of man.

primary activities

A. Young children may find that determining the sequence of events in stories about other cultures more difficult than in stories of their own culture.

B. Children in the upper primary grades should be led to see that it takes many understandings before they can effectively solve the problem posed in the unit question.

C. Third grade children may begin to find misinformation, stereotypes, etc. in stories about other cultures.

D. Third grade children should note differences in the facts and concepts presented in various textbooks concerning behavioral patterns. They should be introduced to the names of such anthropology experts as Mead, DuBois, etc.

E. Children should begin to see that findings in anthropology are "varified" in somewhat the same way as science concepts.

intermediate activities

F. Children should be encouraged to develop an understanding of ideal-type concepts. They should be able to see this as a simplification of facts. This should lead to a better understanding of people being human even though they might be a national hero, etc.

G. Children should be given opportunities for organized debates. A student-court could also be used to give children an opportunity to role play. This would give children an excellent opportunity to judge facts as opposed to feelings and emotionalism.

INTRODUCTION TO ECONOMICS

Economic education is the study of the ways in which a society uses its available resources to satisfy human wants. Economics can be expressed as the study of the production, distribution, and consumption of a society's goods and services.

The development of these basic concepts of economics is necessary for a child to understand his ever changing world. The basic concepts of economics are: 1) In individuals and societies there exists the conflict between unlimited wants and limited resources. 2) In an attempt to resolve this conflict, a division of labor takes place. Man no longer produces everything he needs but specializes his production, which allows him to work faster and produce more. 3) Specialization causes men and societies to become interdependent and interrelated. 4) This interdependence necessitates a market where the buyer and seller are able to meet. Transportation, money and credit make this market feasible. 5) Both public and private demand plays an integral role in this process by deciding what is to be produced.

These concepts can be related to children beginning in kindergarten, through stories, games, and experiments. The teacher may begin with the child's simple experiences, but she must not stop there. She should show the children how their experiences are a part of the economic force operating in in the adult world.

The concepts and generalizations developed in this unit are very flexible and can be adapted to all grade levels. Although the activities have been designated primary and intermediate, they are often interchangeable. The creative teacher can adapt these suggested activities to fit her own unique classroom situation.

Concept I

IN INDIVIDUALS AND SOCIETIES THERE EXISTS THE CONFLICT BETWEEN UNLIMITED WANTS AND LIMITED RESOURCES.

1. One needs food, clothing, shelter, and "security".
2. One wants toys, movies, TV, candy, etc.
3. We get what we need and want by use of money in buying but we gain some things without the use of money.
4. Wants and needs are unlimited. Income is usually limited.
5. We exercise choices between basic needs and many wants.
6. The goods and services which we want come only with effort.
7. The process of satisfying wants is called consumption, and the people whose wants are satisfied are called consumers.

primary activities

. . . Draw a picture of father at work.
. . . Draw a picture of mother at work.
. . . Keep a record for a week of the work the children do and the money earned.
. . . Cut and mount different pictures showing the kinds of work the family does to earn money.
. . . Make posters showing consumable items - things used slowly and things used quickly.
. . . Make a mural of children's drawings to illustrate what they would wish for if they could have anything they wanted.
. . . Have each child divide a large sheet of paper in half; on one side make a wish list and on the other side a list of one item he can have.
. . . Draw a picture showing the things families do together.
. . . Dramatize family situations. Show them working and having fun together.

intermediate activities

. . . Keep a file of news events about living standards in the United States and in other countries.
. . . Study advertising in relation to our wants.
. . . .select a hobby that is related to wants and needs in other countries.
stamp collecting
pottery
folksongs
match covers
post cards

. . . Make a shopping list for a family in a particular country.
. . . Make menus - compare countries.
. . . Make a chart of needs for a family such as yours in:
what is essential
what is added for comfort
what is added for status
. . . Opposite these decide what a comparable family in another nation would consider necessary.
. . . Make a bulletin board showing essential, desirable, and luxury items.
. . . Compile a shopping list for a modern family in the United States as compared to a list your grandfather might have used.
. . . Let children discover all the ways people are consumers.
. . . Discuss the selection of clothing necessary for a school wardrobe.

Concept II

IN AN ATTEMPT TO RESOLVE THIS CONFLICT, DIVISION OF LABOR TAKES PLACE. MAN NO LONGER PRODUCES EVERYTHING HE NEEDS BUT SPECIALIZES HIS PRODUCTION. THIS SPECIALIZATION ALLOWS HIM TO WORK FASTER AND PRODUCE MORE.

1. All people are consumers, but not all are producers.
2. Work is done more efficiently when each does the work for which he is best fitted.
3. Work done well produces more goods or services, allowing the worker to earn more.
4. Division of labor takes place within the family.
5. Machines are invented to make the production of goods and services quicker and easier but human labor is still required.
6. People need to learn special skills to make machines produce well.
7. Although machines often increase efficiency, the producer must determine the most economical method of performing the operation.
8. Our standard of living is raised by specialization and trade.

primary activities

. . . Discuss the reasons for each person doing the tasks they do, i.e., father mow the lawn, mother cooks, etc.

. . . Dramatize the different jobs each person in the family performs in the home. Show what happens when there is no division of labor.

. . . Let the children decide if their fathers produce goods or services.

. . . Have some parents visit the class in working clothes to give a short explanation of their occupations.

. . . Have children find out and tell why their parents chose their particular occupation.

. . . Dramatize, "What I Want To Be Today, What I would Like To Have Been 100 Years Ago, and/or What I Would Like To Be 100 Years From Now."

. . . Cut out pictures showing how machines help us.

. . . Make butter with an old fashioned churn and an electric churn.

. . . Have the children draw pictures of a tool or machine they would like to invent.

. . . Assign committees to determine the feasibility of buying, renting, leasing machinery or performing the operation by hand.

. . . Visit a museum to determine how the way of life has changed over the generations.

. . . Burton, Virginia Lee, Mike Mulligan and His Steam Shovel. Boston: Houghton-Mifflin. 1939

. . . Gag, Wanda. Gone is Gone. Coward-McCann.

. . . Dodworth, Dorothy, Mrs. Doodlepunk Trades Work. New York: William R. Scott. 1957

. . . Lenski, Lois. Papa Small. Oxford: Oxford University Press.

. . . Green, Carla. I Want To Be ... Chicago: Childrens Press.

concept II continued

intermediate activities

. . . Look for examples of division of labor in the classroom.

. . . Make a list of the different jobs performed by members of the family, the teacher, the school principal, and other people in your neighborhood.

. . . Make cut paper pictures of places in the neighborhood where important work is going on - gas station, grocery store, beauty shop, cafeteria, etc.

. . . Play a game to see how many different occupations can be named in alphabetical order.

. . . Study the effect of the free labor movement in Western Europe on living standards of these countries and of the world.

. . . Study world trade -

a) The influence of the consumer on trade in our country and on world trade.

b) The effect the consumer has on imports and exports.

c) The effect of the Trade Alliances of Western Europe on world trade.

. . . Compare the attitude of different newspapers on labor problems.

. . . Discussion topic: What effect would a world labor organization have had on the industrial revolution?

. . . What effect would labor unions have on industry in Japan (or whatever nation is being studied)?

. . . Visit a computer system. Arrange for a demonstration.

Concept III

THIS SPECIALIZATION CAUSES MEN AND SOCIETIES TO BECOME INTERDEPENDENT AND INTERRELATED.

1. An individual seldom produces much that he can use himself.
2. Each individual produces much that others can use which gives him income.
3. With his income he purchases what others produce and cannot use.
4. Goods we purchase are seldom produced in our community.
5. Goods we use daily come from all over the world.
6. People in a neighborhood depend upon each other for the things they need. Many people work together to carry on the life of a community.

primary activities

. . . Determine who are not producers.

. . . Draw a picture of someone who cannot produce. Write a story about it.

. . . Ask children to think of ways they depend on workers: such as the cooks in the lunchroom. Discuss why we couldn't all go in the kitchen to prepare our own lunch.

. . . Have a puppet show to dramatize what happens when mother tries to do some of father's work.

. . . De[illegible]e a helpers chart to show how interdependence applies to the classroom.

. . . Assign committees to dramatize the production of food, clothing, and shelter. Emphasize the dependency of the groups on one another.

. . . Have the children bring in items that cannot be produced in the home.

. . . Let the children follow a product from its beginning to its finished state.

. . . Have the class make or produce a product. Let the children discover the need for materials, tools, and a place to work in order to produce goods.

. . . Beskow, Elsa. Pelle's New Suit. Harper

. . . Lionni, Leo. Frederick. New York: Pantheon. 1967.

intermediate activities

. . . Develop a flow-chart showing the many ways people use (consume) water:
to wash dishes
to water the grass and flowers
to wash clothes
to wash the car, etc.

. . . Make a mural showing the ways people use (consume) electricity:
for lights
for heat
for cooking
for entertainment, etc.

. . . Study competitive prices in the newspaper and on television and decide where the best purchase can be made.

. . . Read stories about animals to determine which are producers.

. . . Survey the community to identify different kinds of business.

. . . Invite businessmen to visit the classroom and discuss business methods.

. . . Have the school cafeteria manager talk with the children to explain buying and consuming.

Concept IV

THIS INTERDEPENDENCE NECESSITATES A MARKET WHERE THE BUYER AND SELLER ARE ABLE TO MEET. TRANSPORTATION, MONEY AND CREDIT MAKE THIS MARKET FEASIBLE.

1. Money is a tool used for exchange. It is useless except in exchange situations.
2. We use money to get things from others, rather than barter.
3. Banks keep money for people who wish to save and lend money to people who wish to borrow.
4. People borrow money for various purposes - to buy a new house, automobile, refrigerator, tractor, or to start a new business. Cities may borrow to build a new school building, etc.
5. Businesses use savings to produce goods and services for profit. Such production is private enterprise.
6. Transportation is vital for the production and consumption of goods.
7. Advertising is a means of informing consumers of availability of goods.

primary activities

. . . Set up two markets, use a barter system in one and use play money in the other. Let the children evaluate the two systems.
. . . Discuss mediums of exchange used today by children, i.e., comic books, marbles, football cards, etc.
. . . Compile an interest center of money from other countries.
. . . Dramatize the need for a standard valuation of money.
. . . Have an auction in the room using play money.
. . . Emphasize the value of an item is greater with the first item consumed; the value of each additional item decreases as more are consumed.
. . . Have committees conduct a survey to find out what is considered valuable by different groups of people.
. . . Point out some of the functions of a bank. Make a large mural of how a dollar goes through the bank-to the borrower to be invested, and paid back to the bank with interest with the interest paid to the saver.
. . . Make drawings of Why We Save Money
. . . Lawrence, Ned. The Happy Goldsmith. SRA Resource Unit
. . . Lawrence, Ned. How the Bank Helped Littletown. SRA Resource Unit
. . . Higgins, Loyta. Let's Save Money. Golden Press. 1958

intermediate activities

. . . Develop a unit on transportation and its effect on trade.
. . . Research the local community to find the product or products which have most impact on the economy.
. . . Compare advertisements in the local newspapers.
. . . Study the worldwide effects of a strike in one industry.
. . . Visit a museum to see how the area has changed in the last century.
. . . Display pictures of boom towns and ghost towns.
. . . Research a local export. Invite a resource person in to explain the resources involved in production of this product.
. . . Study present day Arkansas with respect to -
industry
labor resources
recreational opportunities
educational opportunities
. . . Study the effect of new technology on a particular business.
. . . Determine how human resources are used in your school or your community.

Concept V

PUBLIC DEMAND PLAYS AN INTEGRAL ROLE IN THIS PROCESS. THIS DEMAND DECIDES WHAT IS TO BE PRODUCED.

1. In a private enterprise economy, economic growth is consumer dominated; in other economies, consumer interest may not be as important.
2. What and how much is produced is determined by public policy.
3. The consumer is boss. Demand for a product has a great impact on what is to be produced and the price for which it will sell.
4. Governments use tax money to produce goods and services to benefit all people. Such a production is called public enterprise.
5. Governments produce goods and services for all people.
6. Governments are like families. They don't have enough resources to provide everything people want, so they have to make choices.

primary activities

. . . Define private and public owned property.
. . . Discuss public parks, libraries, fire and police protection.
. . . Prepare bulletin boards illustrating the goods or services we receive from:
city taxes
state taxes
federal taxes
. . . Make a market survey in order to start a new business.
. . . Emphasize the spiraling effect of more sales, more production, more workers, expand facilities, etc.
. . . Calhoun, Mary. The Witch of Hissing Hill. William Morrow and Co. 1964

intermediate activities

. . . Make a market survey in order to start a new business.
. . . Visit or write a marketing research firm for information on the importance of the consumer when determining what and how products will be produced.
. . . Study sales figures of a retail store to see how they rise at peak seasons (i.e., Christmas) when the demand is high.
. . . Conduct a survey among other students to find out how much they would be willing to pay for an item and the quantity they would buy. Prepare a supply curve with prices and quantities available from the producer. Plot these curves together and make conclusions as to the market price.
. . . Compare the tax system of the United States to that of another country.
. . . Have a debate on foreign aid.
. . . Have an in-depth study of the national debt and the national budget.
. . . Prepare a bulletin board depicting some goods and services the children receive from their state government.
. . . Research the state or local government structure. Use a resource person or visit a center of government.
. . . Dramatize some government officials making decisions in order to benefit the most people.

glossary of economic terms

barter	the direct exchange of goods for other goods without the use of money
balance of trade	with a particular country, the difference between the money value of that country's merchandise imports and exports
capital	any item set aside to produce more goods, including machinery, factories, and materials to be used in production
community	all people living in the same locality, district, or town
consumer	a person who uses an article or service
consumption	the using of goods and services
cost	the expense of production, including payment for the use of capital and payment for risk
credit	loans furnished a business or an individual
competition	the condition that exists in a market when there are many traders all dealing in the same product and when no one trader can demand or offer a quantity large enough to affect the market price
currency	anything that serves as a medium of exchange
demand	the desire to purchase goods combined with the ability and willingness to pay for them
distribute	divide; give some to each
efficiency	ability to do things without waste
entrepreneur	a person who is responsible for managing the business and assuming risks
exchange	transfer of goods through trade, to give in return for something
export	to send goods to another country for sale
factory	building where goods are made
financial	having to do with accounting or money matters
geographic	confining the work of a certain geographic area
specialization	to the production of one specific item because it is particularly suited to the production of that item
goods	all things capable of satisfying human want; often used with reference only to merchandise or to tangible things as distinguished from intangible goods called "services"
GNP	gross national product; total value of all goods and services produced in a country during one year
gross profit	the difference between the selling price and the cost of the production
import	to bring in from another country for sale
industry	all firms or businesses which are producing the same product.
interdependence	the state of being dependent upon one another
interest	sum paid by the borrower for the use of borrowed money, stated as a percentage per year.
invention	act of creating; making something new
labor	human effort of all kinds involved in production
land	natural resources used in production; any and all natural resources of the earth that are found in their natural forms, a main factor of production
leisure	free or spare time other than unemployment
machines	devices to produce; devices to regulate power or motion; to do work

glossary continued

management	those in charge of controlling or directing a business
manufacture	to make a product from raw materials
market	a meeting of people for buying or selling; a possible group of consumers of a product; the state or condition of trade as affected by supply and demand
medium	the means by which exchange is made
mobility	ability to move easily and freely from one job or area to another
money	medium of exchange
National Income	total income earned in the production of the gross national product
occupation	any kind of employment
pioneer	an original settler in a frontier area
price	value expressed in terms of money
private	not belonging to the public or government
processed	treated, prepared, or changed
producer	one who manufactures goods or renders services
production	process of creating or changing the form of raw materials or performing services to satisfy human wants and needs
products	that which is produced; a result of work or growth
profit	the amount by which income exceeds expenses in a given time; the gain from a business
progress	advance, move forward, improve
provide	to supply or furnish
power	strength, force, capacity or ability to perform
raw material	substance that comes from farms, mines, etc. to be processed before they are usable as finished products
region	a geographical section or area
risk	possibility of loss
rural	pertaining to country or country life as opposed to urban
salary	fixed income in payment for services of production
scarcity	lack of supply; insufficiency
selling	bringing about an exchange of products for a price
service	intangible things that people want, i.e., law, education
skill	dexterity; ability gained by practice or knowledge to perform an activity
specilization	adaptation for a particular purpose or use; geographical specialization - adaptation of specific resources in a region; occupational specialization - adaptation of specific skills; technological specilizations - adaptation of specific tools and machinery
stable	firm, able or likely to continue, steady, unwavering, unchangeable, having an ability to maintain a form or position
supply	that which is furnished or provided for sale
tax	a charge or duty imposed by the government
technological change	improvements resulting from research and development
tools	instruments used in doing work
trade	exchange of goods and services

glossary continued

training	instruction to develop special ability
transport	to carry or move something from one place to another
unit cost	cost of one item produced
utility	usefulness; the ability of goods to satisfy a need or desire; an organization that sells a service to the members of a community, e.g. water
value	worth, usefulness, ability to satisfy needs
wages	what labor receives in return for production
want	a desire not necessarily accompanied by the power to satisfy it

resource materials for economic education

Do You Know Economic ABC's? U. S. Department of Commerce, 1963. Superintendent of Documents, U. S. Gov't. Printing Office. Washington, D. C. Price 20¢

Basic Economics. The World Publishing Co. Cleveland, Ohio. 1960

The American Economy: An Appraisal of Its Social Goals and the Impact of Science and Technology. Joint Council on Economy Education. 2 West 46th Street. New York.

Economic Literacy for Americans. A Program for Schools and for Citizens. Committee for Economic Development. 711 Fifth Ave. New York.

Economics in the School Curriculum. A Primer of Basic Understanding. Illinois Council on Economic Education. 1819 Orrington Ave. Evanston, Illinois.

Economic Education Experiences of Enterprising Teachers. Joint Council on Economic Education and the Calvin K.. Kazanjian Economic Foundation. Joint Council on Economic Education. 2 West 46th Street. New York.

Annotated Bibliography of Materials in Economic Education. Joint Council on Economic Education. 2 West 46th Street. New York.

Teachers Guide to Community Resources in Economic Education. Joint Council on Economic Education. 2 West 46th Street. New York.

Natural Resource Use in Our Economy. Joint Council on Economic Education. 2 West 46th Street. New York.

Study Materials for Economic Education in the Schools. Committee for Economic Development. 711 Fifth Ave. New York.

Free Inexpensive Materials for Teaching Family Finance. National Committee for Education in Family Finance. 488 Madison Ave. New York.

Economic Education. Curriculum Guide for Economic Education, Grades 1-9. Arkadelphia Public Schools. Arkadelphia, Arkansas.

Resource Unit. Lawrence Senesh, Science Research Associates, Inc. Chicago, Illinois.

INTRODUCTION TO SOCIOLOGY

Man is called "the social animal" because his entire life is spent in daily contact with others. When man's needs cannot be met by himself alone, he seeks cooperative group action to satisfy common desires or needs. The social groups man forms and identifies with are defined by Arnold M. Rose as . . . "a number of biological individuals who have a system of common expectations in their minds."[1] Sociology is, therefore, a study of the life and behavior of human beings in groups. This includes the study of the organization, function and change of human groups and how human behavior is affected through the process of group living. Sociologists also concern themselves with the problems of social interaction--(1) How do groups of individuals understand each other? (2) How do individuals know how to behave toward each other? (3) How do individuals know what others expect of them?

According to Edwin A. Kirkpatrick, sociology in its broadest view includes the study of the nature and history of man, the behavior of family, community, and national groups, and the evolution of all that we call civilization.[2] One finds that these areas are an important part in the study of the social science. Therefore, sociology should be considered an integral part of the social studies.

Sociological terminology is found in many history and geography textbooks describing social processes and institutions. Some programs of instruction also emphasize basic human activities similar to those outlined by sociologists: meeting needs for food, shelter, and clothing; the family as a social group; socialization through group life and education; producing and distributing goods and services; social control; religions, ethics, and the arts.[3]

A current program advocated by Hanna incorporates content from the social sciences and organizes it around such basic human activities as transportation, communication, education, production and distribution, recreation, government, and esthetic expression. The sequence is defined in terms of expanding communities of men, beginning with the family and school, moving outward to the world community. Both the scope and sequence reveal a strong linkage to sociology even though the program draws the bulk of its content from all the social sciences.

Since man is constantly involved in social activities, it is important that the above concepts be introduced at an early age. Through effective implementation in social studies activities, many of the concepts can be presented at all levels in the elementary schools. A systematic development of the concepts will help insure a higher level of social understanding among our future citizens.

All films cited are available through the Arkansas State Department of Education, Little Rock.

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[1]Arnold M. Rose. Sociology, the Study of Human Relations. New York: Alfred A. Knopf, 1957, p. 32.

[2]Edwin A. Kirkpatrick. Fundamentals of Sociology. Cambridge, Massachusetts: The University Press Cambridge, 1916, p. 1.

[3]Gresham M. Sykes, "Sociology," in The Scholars Look at the Schools. A Report of the Disciplines Seminar. NEA Project on Instruction (Washington, D. C.: National Education Association, 1962), pp. 30-31.

Concept I

I. MAN IS A SOCIAL ANIMAL WHO LIVES ALWAYS IN GROUPS. HE MAY BELONG TO A VARIETY OF GROUPS, EACH OF WHICH CAN BE DIFFERENTIATED BY ITS STRUCTURE.

1. Families are the basic social unit and have many similarities and differences.
2. Communities are made up of groups of families and will differ in population.
3. Community life different from our own is not necessarily better or worse than ours, it is merely different.
4. Growth of cities is an important factor in understanding our modern nation.
5. Growth of the suburbs is influenced by the mode of transportation.
6. Social classifications are developed by all societies.
7. The United States is a "melting pot" composed of people from different economic, ethnic and national groups.
8. The "melting pot" process has developed within the United States a national culture with regional differences.

primary activities

. . . Relate size of families to counting games
. . . Collect pictures of families
. . . Let the child depict his family through creative art
. . . Make a map of children's immediate neighborhood and expand it into the community and other towns to develop the concept of population
. . . Show filmstrips of large and small town environments
. . . Make charts comparing rural life and city life showing advantages of both
. . . Read books to broaden experiences of children regarding city life
. . . Make scrapbook showing modes of transportation
. . . Bring model cars and trains
. . . Make time line showing development of transportation.

Films: 692 "Children of China" (11min.)
5824 "Children of Hawaii" (16 min. c)
693 "Children of Holland" (11 min.)
841 "Bip Goes to Town" (9½ min.)
851 "Arteries of New York City" (10 min.)

intermediate activities

. . . Have a unit on India emphasizing social classes or class distinction.
. . . Develop vocabulary charts on Indian language relating to the caste system
. . . Discuss class structure in America
. . . Make mural on various ethnic groups represented in community, state or nation
. . . Study immigration, starting with the pilgrims and advancing to immigration within their community
. . . Have children do research into their own backgrounds
. . . Sing songs connected with definite ethnic groups
. . . Make mural type map showing migration patterns, including regional settlements
. . . Study or compare different regional cultures
. . . Study the sections of communities which are generally (1) business districts; (2) industrial area and (3) residential area. Visit each area.
. . . Study the social unrest in a large city - What are the causes and possibly a solution

Filmstrips: #775 The Westward Movement: Part I - Settlers of Old Northwest Territory (17 min. c)
#776 The Westward Movement: Part II - Settlers in Mississippi Valley (17 min. c)
#777 The Westward Movement: Part III - Settling the Great Plains (17 min. c)
#783 The Westward Movement: Part V - The Gold Rush (17 min. c)

Film: 5980 "Indian Pow-Wow" (12 min. c)

Concept II

A SOCIETY EXISTS IN THE MINDS OF ITS MEMBERS AND OCCURS ONLY WHEN THERE IS COMMUNICATION OR INTERACTION AMONG THOSE MEMBERS. THE MERE GROUPING OR AGGREGATING OF PEOPLE DOES NOT PRODUCE A SOCIETY.

1. School is a pleasant place where children work, play and learn together.
2. Neighborhoods usually have similar values, beliefs, and cultural traits.
3. Communication helps bring about rapid exchange of ideas among societies which tends to bring them closer together.
4. Blending of traditions and language occurs when two societies are close neighbors.
5. Recreation is as important as work and is usually connected with a neighborhood or community.

primary activities

. . . Have activities relating to pleasurable experiences, i.e. finger plays, songs, games, puppet plays, art activities, music
. . . Discuss things that are pleasant about school, i.e. games rest activities, and refreshment time
. . . Bring in resource people whose values, beliefs, and cultural traits are different from most of the class
. . . Make bulletin boards depicting different cultural backgrounds
. . . Compare and discuss the serious religious backgrounds of the children
. . . Show films, filmstrips, and books relating to the cultural areas
. . . Bring in related books and music

intermediate activities

. . . Bring newspapers to class to illustrate how the press brings about a more rapid exchange of ideas
. . . Make bulletin boards on communication
. . . Invite resource people from the industries of telephone, telegraph, radio, television people, reporters
. . . Visit a radio or television station
. . . Make a time line showing the advance of communication from Guttenberg to telestar
. . . Study the Mexican influences on the southwestern United States
. . . Study the Canadian influences on Northeastern United States
. . . Have a unit of study on Switzerland and its neighbors
. . . Discuss different interest groups within the community, worthwhile organizations, hobbies
. . . Bring in newspaper and magazine articles concerning juvenile deliquency, which will lead to a discussion of how recreation or worthwhile activities can solve this problem
. . . Take a field trip to a hobby shop
. . . Invite resource persons i.e., hobby shop owner, director of recreation center, leaders of YMCA and YWCA, Scout directors, youth directors of local churches, civic leaders
. . . Develop a chart on organizations to which children can belong
. . . Use a tape recorder to let children give talks on their hobbies and recreation activities and why they enjoy them
. . . Ask children to discuss hobbies and recreation with their parents.

Films: 865 "Mailman" (11 min. c)
211 "Adobe Village" (20 min.)
1230 "Better Use of Leisure Time" (13 min.)

Concept III

MAN IS A FLEXIBLE, BECOMING CREATURE. THROUGH THE SOCIALIZATION PROCESS, HE CAN LEARN APPROVED WAYS OF BEHAVING IN A VARIETY OF SOCIETIES.

primary activities

. . . Discuss why rules and regulations are important at home and school
. . . Make a chart of rules which are necessary to observe at school
. . . Make a helpers chart
. . . Have an experience chart showing how to help the janitor, school nurse, safety patrol, cafeteria workers, librarian
. . . Visit the rest of the school to observe others helping each other
. . . Make a chart showing playground rules and proper use of playground equipment

Films: 337 "Let's Be Good Citizens at Home" (10 min.)
339 "Let's Be Good Citizens at School" (10 min.)
1044 "Are You a Good Citizen?" (10 min.)
1510 "Lunchroom Manners" (10 min. c)
1533 "Manners in School" (12 min. bw)
1290 "Are Manners Important?" (10 min.)
1495 "Rules at School" (11 min. c)

Filmstrip: #87c "Play Safe"
#403f "Manners at Home"

Song: Growing With Music (Prentice-Hall). "The Safety Song"

intermediate activities

. . . Study development of apprenticeship
. . . Study the slowness of change in religious ideas, i.e., priests marrying, Judism
. . . Have a unit on oriental traditions emphasizing their resistance to change
. . . Make a chart contrasting the different beliefs of religions and discuss areas where there is great conflict, e.g., India, Canada, or Ireland
. . . Discuss differences and conflicts between Judism, Islam, Catholicism, and Christianity
. . . Invite resource persons from different religious sects
. . . Take a field trip to a Catholic, Mormon, Protestant churches and Jewish synagogue

Film: 5539 "Burma, People of the River" (14 min. c)

Concept IV

THE INTERDEPENDENCE OF GROUPS IN A COMPLEX CONTEMPORARY SOCIETY SERVES AS A BOND WHICH HOLDS THAT SOCIETY TOGETHER.

1. The family is the basic social unit meeting the needs of food, clothing, and shelter.
2. Members of the neighborhood help provide the basic needs.
3. Institutions within the community serve the needs of its people, i.e., schools, churches, hospitals, governmental units.
4. Values and belief of American citizens have lead to the creation of a unique system of free public education which is necessary for the continuance of our democratic society.

primary activities

. . . Discuss occupation of mothers and fathers in relation to what they do outside the home
. . . Draw examples of division of labor among the family
. . . Cut out magazine picture depicting different foods, clothing and shelter
. . . Bring in resources people, i.e., nurse, fireman, milkman, policeman, to talk with class about how they help the neighborhood
. . . Draw pictures of transportation to and from school
. . . Draw neighborhood with map making skills; make model neighborhoods from available materials
. . . Make field trips to a church, fire station, hospital, police department, fire department

Films: 5965 "Everyone Helps in a Community" (13 min.)
939 "Behind the Scenes at the Airport" (10 min.)
5954 "The Corn Farmer" (20 min. c)
5971 "Fred Meets a Bank" (11 min.c)

intermediate activities

. . . Make a study of the comparison between the educational systems of Russia, England, and France
. . . Study constitutional provisions for our free educational system
. . . Study recent governmental legislation aiding education

Books:
Daddies, What They Do All Day, Helen W. Puner, New York Lothrop
Our First Music (Birchard), "The Friendly Cop"

INTRODUCTION TO POLITICAL SCIENCE

Man is a gregarious organism. An important aspect of his communal living has been the effort expanded in establishing authority and power. Throughout man's history, much time and energy has been consumed formulating rules and institutions to process, structure, and change his government to fit the needs of his time. Political science was probably one of the earliest social sciences as it was of prime interest to the Greeks in their study of the polis, which was the highest form of the self governing commonwealth.

This inclusion of political science in the social studies is justified to reduce the erroneous ideas children form about political activity. The search and need for power is evidenced early in childhood by situations arising in the home and classroom where attention must be paid to rule making, rule applying and the settling of ever present disputes.

Political science should observe the governmental tasks, processes, levels, types and themes as it deals with theory, laws, distributions, comparisons and with political parties which are so important on the local and national scene. World political movements such as communism and fascism should be studied in order that the child can begin to understand things which are forming in his time.

Democracy, which places the exercise of power in the hands of the people, is dependent upon an educated and informed citizenry. The study of political science can be summarized as helping individuals to become aware of their opportunities and obligations as citizens.

Concepts and Applications

Explanation--Roman numerals set off the concepts. Films may be ordered from the State Department of Education on a free loan basis from Audio-Visual Service, State Department of Education, Little Rock, Arkansas.

Concept I

Every group, the family, school, or community, makes its own rules for acceptable behavior.

1. Rules and Regulations are a part of all forms of life. Self discipline enables people to live and work together in an active form of citizenship.
2. Each society develops or adopts its own government and set of laws.
3. A law must be culturally acceptable to the community and capable of enforcement by the government to be fully effective.
4. People benefit when everyone obeys laws. These laws are necessary for the safety of the people.
5. Some rules are necessary to protect pedestrians and drivers, maintain public places for the benefit of everyone. The people of a state vote for the representatives who meet in the state capital to make the laws for them.

primary activities

. . . The family is really a miniature society with a small scale government and children benefit from discussions of each member's responsibilities in his home.

. . . Children can enact various responsibilities to the tune of "Here We Go Around the Mulberry Bush", such as "This is the way we wash our clothes, pick up our toys, etc.".

. . . An outline of the child's room could be brought from home and the child could explain where he stores toys, clothes, and treasures. Laws of safety (and neatness) might be strengthened as to why a bed is not placed in front of the door, toys left in travel areas, and why things should be kept in place.

Films: 1118 - Am I Trustworthy? - emphasizes that by being trustworthy every day, others will place trust in them when big issues come up.

613 - Safety to and from School - teaches how to safely cross the streets and emphasizes protection offered by the police.

1305 - Safety at School - A safety tour demonstrates safety features of school and why safety rules should be enforced.

Book: Family Helpers by Hoffman and Hefflefinger.

. . . Fire drill rules may be explained and practiced until children can see their benefit. Play-ground rules also need to be explained that children may understand the need for them.

. . . Introduce the game "Count your steps" to be played in two parts. First the children move about freely through the room trying to get as many steps as possible. Then in the second part they follow signals as to stopping and moving, giving signals when turning. Whenever contact is made with other players those involved must stop where they are. Also, children may play a game where they move across the room in response to the signals held up by the leader. The signals are shaped like stop, caution, and other traffic signals the children need to learn.

intermediate activities

. . . A trip to the courthouse with the tour guided by a member of the sheriff's department would point up many reasons why rules and regulations are necessary.

Film: 355 Rules and Laws - - designed to help instill an understanding of the purpose of rules and laws in our society. Youngsters learn that having rules makes playing together more enjoyable for all.

1362 Safety on Our School Bus - stresses safety practices and the importance of teamwork, planning by the bus company, expert performance by the driver, and cheerful cooperation by each rider.

Books: Policement Around the World by L. Landlin
Policemen by I. Dillon

Film: 325 Why We Respect the Law - teaches the social need

. . . Have the students ask their grandparents about Prohibition. Have them follow this up by looking in resource books to find out why this law was so unpopular and what finally happened to it.

. . . Look up the recent Supreme Court ruling on prayer in the classroom. Let the class research it and find out by what group of citizens it was contested. Do they feel it was a just ruling? What other solutions besides outlawing prayer can they come up with?

. . . Let the students try to list some laws which the government would have a hard time enforcing. (Such as laws which might try to prevent certain things from happening in your own home, etc.).

. . . It is often necessary to point out that laws are merely the enforcement of common courtesy.

Role playing is a way for children to identify with law makers and discuss the laws that are necessary.

. . . The elephant and donkey symbols could introduce the political parties and be used in role playing.

Film: 5756 State Legislature - shows how a bill is passed through the Wisconsin state legislature to the governor and Supreme Court.

Concept II

Capital cities offer government jobs for many people.

The city, town, or village hall is the seat of the local community government. Voters delegate authority directly to elected officials and indirectly to appointed ones.

primary activities

. . . Take a field trip to see what is behind the scenes at the Post Office. Be sure that each child has a piece of mail to be delivered to him personally.

. . . Introduce a map of the United States to show how mail travels. Trace letters to grandparents, cousins, and Santa Clause.

. . . Have representative hats brought into the classroom and allow them to be worn and played with by the children. At an appropriate time discuss the services the usual wearers of the hats perform for the community. Hats from policemen, postmen, sailors, army, firemen.

Film: 5766 The City - shows different aspects of a large city and the services and protection offered by the police and firemen, also shows the elected government of the city at work.

Book: At the Post Office by Colonius
About Postmen by Hastings

. . . A field trip to the city hall and a visit with an alderman or city manager would explain to the children what goes on in their own community government. A law, such as keeping dogs on leashes might be explained to them showing that the well-being of the group calls for cooperation from all.

. . . Children could pantomine various employees of the community government and when correctly guessed exchange places.

. . . Children could hold mock campaigns on who gets to dust the erasers.

Film: 1171 Our Community - shows integration of community activities and services.

intermediate activities

. . . A resource person could come in to explain a project suitable to the children's interests, such as new equipment being obtained for the park, swimming pool being built, or how a fair is organized.

Film: 1276 Let's Share With Others. Outlines skills in fair play, cooperation, thoughtfulness, courtesy and friendship.

Book: About the people who Run Your City by Newman

. . . Lists of jobs can be derived from the local community, and these be compared with lists of jobs available in a capital city.

. . . Pictures of the capital city could be used to make a bulletin board to emphasize the legislature functions.

. . . Opportunity should be given to discuss the many people involved in government besides the actual law makers.

Film: 310 A U.S. Community and Its Citizens--shows that when men live in an area not directly dependent upon the earth for a living, they work out their needs in an interdependent manner.

Concept III

Knowledge of current events is important to good citizenship.

1. Modern transportation and communication have brought world communities closer together.
2. World progress depends to a large extent on friendly relations among nations.

primary activities

. . . Take a field trip to the newspaper. Find out where they get the paper, ink and the news they print.

. . . Have children make up their own paper.

. . . Point out the events that are important for all to know.

Film: 188 Newspaper Story - follows the story of a little girl rescued by Boy Scouts, explains works of staff, reporters, and mechanical devises involved.

Book: News and How It Travels by W. Simpson.

intermediate activities

. . . Let children make a time line of important events in transportation and communication.

. . . Study early methods of transportation and communication and contrast with today's "up to the Minute" methods.

. . . Keep a current affairs bulletin board to help show how quickly the news media operates.

. . . Arrange for a tour of a newspaper office; of a television station; of a telephone exchange.

. . . If possible, visit museums showing examples of improvements in transportation and communication.

. . . Write to airlines for schedules and timetables of international flights to see how "near" remote places are.

Film: 5366 Story of Communication - concerned mainly with the transmitting of thoughts and messages, with the conquest of time and space.

Books: The Pony Express by Samuel Hopkins Adams
Great Trains of the World by Wyatt Blassingame
The First Transatlantic Cable by Adele Nathan
The First Overland Mail by Robert Pinkerton

Concept IV

A nation must have rules for the preservation of its natural resources. Rules allow the greatest number to benefit from a resource.

Each community provides certain services for the well-being of its citizens.

primary & intermediate activities

. . . Children could accept the responsibility of a certain area of the playground to beautify and keep clean.

. . . A visit by a member of the Wildlife Department could point up many virtues of taking care of our resources.

. . . A pencil and paper hike could be taken where the individual lists things that he observes that need to be conserved for use in the future.

Film: Meaning of Conservation 585 -shows what is being done to conserve our country's natural beauty and resources.

Books: Foresters by N. Dobrin
Trees for Tomorrow by Russell and Kerechuk

Concept V

Democracy is a form of government whereby decisions are made by the citizens (though indirectly). Democracy protects the rights of the individual and of minority groups.

1. Whether different or alike, the people of our nation are members of the American family. The salute to the flag is a promise of allegiance to our nation composed of this American Family.
2. In a democracy, representatives are chosen to develop laws for the other members of the group.

primary activities

. . . Explain the meaning of the pledge of allegiance in children's language.

. . . Mimeograph pictures of the flag to be colored, explain meaning of the flag and, find the star that represents their state. Help the child to create his own personal flag, as did the knights of long ago. The exhibition and explanation of these could be culminated by a room parade.

. . . Differences among habits and customs of families might be explained according to their origin. Emphasis should be that these differences are one thing that make people more interesting.

Film: 1434 Pledge of Allegiance - describes the development of the flag, then gives detailed definition and pictorial discription of the words involved.

837 Our Flag - tells history and the evolution of our flag.

Book: Our Flag by E. Rees

intermediate activities

. . . Play kickball or other team sports and draw analogies from the sport to democratic citizenship.

Film: Our Country's Song 1247 - shows how one elementary grade class developed an appreciation and understanding of our country's song.

Acts of Courtesy 1315 - shows relationship between laws and customs.

. . . Look up the meaning of true democracy. Let the class decide why we must instead have a "representative democracy".

Film: 5571 Defining Democracy - compares a democratic community with despotism.

. . . Find out the qualifications of Senators and Representatives and their terms of office. Have students learn the names of the Senators from their state and Representatives from their district. Let a group investigate the voting record of their congressmen and report it to class. Keep up with the action in congress by posting news items on the bulletin board, reporting on news broadcasts, etc.. Encourage them to make their views known by writing to their Congressman.

. . . Do a unit of study on Civil Rights. There is a wealth of current materials available.

. . . Have children find out what part of the "Old World" their ancestors came from. Then group children of similar origin. Let each group be responsible for finding out why their ancestors came to America. Why they were unhappy with their native land.

. . . Dramatization: Let children pretend "They were there" at important points in our early history: the Albany Congress: the Boston Tea Party: the Writing of the Declaration of Independence; the Writing of the Constitution, etc.. This could also be done for creative writing or diaries by individual students.

. . . Books: Our Independence and the Constitution by Dorothy Canfield Fisher.

. . . Study the three parts of our government and discover why the men who wrote our constitution divided it into three parts.

. . . Let the class write a constitution, or set of rules for their class.

. . . Film: 1133 Our living Constitution - shows how the basis of our government changes and grows to meet the needs of the times.

. . . Find out how the two-party system works. In years of Presidential elections bring the campaign into the classroom with a detailed study of conventions, party platforms, issues, the candidates, campaign speeches, the election procedures, etc., culminating in voting by the students themselves, set up a debate on "should the Electoral College be abolished?"

. . . Write the legislator in Washington a letter of appreciation or question.

. . . Set up a democratic classroom with different responsibilities in a class management, cleaning, bulletin board, etc., resulting in each testing the privilege (and ensuing responsibility) of being leader for a day.

Film: 1044 Are you a Good Citizen - presents some of the essential qualities of being a good citizen and brings out the role of democratic institutions in our way of life.

Book: The Look It Up Book of Presidents by Blassingame.

Concept VI

There are many different kinds of government in the world.

primary activities

. . . Write to pen pals in other countries. Secure a name from: International Friendship League, 40 Mount Vernon St., Boston, Mass., or Pen Friends Division, The English Speaking Union, 16 East 69th Street, New York 21, New York, or American Junior Red Cross, 17th and D Streets N.W., Washington, D. C. .

. . . Do a unit on the United Nations. There are several sources to use:

American Association for the U.N., 345 E. 46 Street, New York 17, New York. Teacher's packet fifty cents.

The U.S. Committee for the U.N., 375 Park Avenue, New York 22, New York. Supplies a School kit free of charge and a teacher's kit for fifteen cents.

United Nations Association of the United States of America, Inc., Publications Center, 78 Fifth Avenue, New York 11, New York. Ask for information about their U.S. Office of Education Bulletin, Teaching about the U.N., Supt. of Documents, U.S. Government Printing Office, Washington 25, D. C. fifty cents.

Film: 1288 We, the People -- shows the various functions and purposes of the United Nations.

. . . Study the work of such overseas projects as UNICEF, the Red Cross and Care. Encourage children to raise money for these organizations through carefully developed projects.

Book: Clara Barton, Founder of the American Red Cross, by Helen Boylston.

intermediate activities

. . . Do a depth study on Communism.

Film: 1167 Communism - gives the history of the 20th century communism and how it exploits others in view of its own aims.

. . . Invite a person who lived in Germany during Hitler's rise to power to come to your class to discuss dictatorship. The students should be prepared to ask intelligent questions based on prior research.

. . . Have students keep a notebook on each country they study during the year. Include information on its system of government.

. . . Study the framework of government found in other nations, particularly those from which our ancestors came.

. . . Try to pick out aspects of government from the countries of our national origin which had a decided effect on our own government (either positively or negatively).

. . . Set up an imaginary nation. Decide what form of government would best suit it. Write its constitution.

Film: 854 Immigration - shows the effect of immigration upon our nation, we are the melting pot.

Film: 617 The House I Live In - skillfully develops the theme of understanding religious and racial problems. (Stars Frank Sinatra)

. . . Engage the students in research to see how many nations have incorporated the ideals of American democracy into their governments; how many have patterened themselves after the U.S.S.R.?

. . . Set up an imaginary nation. After studying many forms of government, let the class set up an ideal system of government for the new nation which embodies what the students believe to be the best aspects of the various governments studied.

1. W. Linwood Chase, A Guide for the Elementary Social Studies Teacher, Allyn and Bacon, Inc., Boston, 1966.
2. Robert E. Cleary and Donald H. Riddle, Political Science in Social Studies, National Council for the Social Studies, Washington, D. C., 1966.
3. Paul R. Hanna and John R. Lee, Generalizations from the Social Studies in Elementary Schools, 32nd Yearbook of the National Council for the Social Studies, National Education Association, Washington, D. C., 1962.
4. John U. Michaelis, Social Studies for Children in a Democracy, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1968.

INTRODUCTION TO HISTORY

History has been in the making continuously since the beginning of time. It is constantly in the process of being made and probably will be continued until the end. For our purpose, however, we shall not go back to the Beginning.

From various sources we find the basic definition of history to be the study of what has happened in the development of people in the past and of man's role in relation to events and discoveries. Studying events of the past is an attempt to help children find an explanation for the present and to help him plan for the future.

Since history is so closely interwoven with other social science it is difficult to formulate a plan for its teaching in the elementary grades without infringing somewhat on the other disciplines.

It has been said that[1] "History is neither interesting nor uninteresting, it is the manner in which it is presented and taught which gives it one or the other of these values." According to one authority, one level of[2] "teaching history in the elementary grades should be focused around American History--in order to explain its civilization, its institutions and its traditions."

There has been limited or very little improvement made in the curriculum for teaching of history in the elementary grades by historians and educators. In the first three grades, especially, there has been no plan developed.

One of the aims in studying history is to awaken the pupils' interest in the past. He should be given the opportunity for gathering his information, weighing the evidence and drawing his own conclusions. He should be guided but not directed by his instructor. Children should develop an appreciation for their American Heritage, and their value system.

In an attempt to offer a plan for the teaching of history for elementary school from kindergarten through grade six we have tried to consider first, the child; and then the way he learns. We have had the priviledge and opportunity for examining and consulting many sources for ideas and materials which we have recorded in the bibliography.

We have worked with the concepts that change is ever constant, that growth is a continuous process, that for every development there is a cause and effect, and that customs differ as progress is made, and that all cultures place some value on freedom and human liberty.

[1]"Until at least we see that time and men's thoughts go on endlessly-;only the names are changed. Yesterday might be Today, and tomorrow is their twin brother. We are pawns in the hand of Time." Kirk Meadowcraft

1. Historical Elements in the Social Study--Jaxolimek
2. The Study of History in the Elementary Schools--American Historical Society

1. The Gift of the River--Enid LaMonte Meadowcraft Thomas Y. Crowell

Concept I

CHANGE IS A CONSTANT PROCESS. CHANGE HAS BEEN A UNIVERSAL CONDITION OF HUMAN SOCIETY THROUGHOUT TIME.

primary activities

. . . Introduce child to his new school through a tour of the building. Meet school personnel.

. . . Play games and read stories to learn routine procedures and to get acquainted with peers.

. . . Explore and discover differences in communities today and earlier times through field trips to museums, pictures, group discussions, a resource person who is able to describe changes in a local place.

. . . Let children interview parents or grandparents as to changes in their life time and report to class.

. . . Investigate how rapid growth in a certain area affects community growth by field trips, newspapers, stories, old and new maps.

. . . Use a special holiday, such as Columbus Day or Thanksgiving, to make murals or booklets to show change in customs, dress, transportation, houses, etc.

Books: Two is a Team, Loraine Beim, Harcourt
What is Your Name?, Zhenya Ghg, Viking
Who Will Be My Friend?, Syd Hoff, Harper
The Covered Bridge, Cornelia Meigs, Macmillan

Films: School Friends and Activities, (50 frames) S.V.E. *
A Day at School (36 frames) S.V.E.
The Fun of Making Friends, #1430 S.D.E. **
Colonial Children, S.D.E.

intermediate activities

. . . Have a unit study on how early settlers came to Arkansas bringing many changes.

. . . Talk about problems that are brought about by changing times and how they are met, such as housing, education, industry.

. . . Find some local situation where a change is to be made (such as a new industry moving in) and study how it will affect the people. Discuss what people can do to make this change easier and desirable.

. . . Have a panel discussion or debate pointing out why people resist change.

. . . Study another country and what cultural changes have taken place in reference to social, political, and economical development. For instance, what changes have taken place in Viet Nam?

Books: To Be A Pioneer, Paul C. Burns, Abingdon Press
Land of the Free, Enid Meadowcroft, Crowell
Textbook, Harper Row, Scott Foresman

Concept II

THERE IS A CONTINUOUS DEVELOPMENT IN SOCIETIES WHICH RELATED TO THE PAST.

primary activities

. . . Emphasize old customs and traditions when commemorating holidays through stories, music, games, rhythmn, pictures.
. . . Discuss ways and customs which are being passed from generation to generation.
. . . Use old catalogues, magazines, and pictures to emphasize that some customs are outmoded and no longer useful.
. . . Make a time line showing continuous development of trains or cars.

Books: The Friendly Beasts, Laura Nelson Baker, Parnassus Press
Christmas is a Time of Giving, Juan Walsh Anglund, Harcourt Brace
Jesus, the Little New Baby, Mary Edna Lloyd, Abingdon Press
The Egg Tree, Katherine Milhous, Scribner
The Covered Bridge, Cornelia Meigs, Macmillan

Films: Winnie the Witch (36 frames) S.V.E.
The Story of George Washington (33 frames)
Thanksgiving with Carol and Peter (33 frames, 7 min.)
Grandfather's Boyhood Thanksgiving (44 frames, 8 min.)

intermediate activities

. . . Discuss and make charts depicting how many Arkansas communities developed in the same general pattern.
. . . Dramatize the life of our early colonies and how their experiences helped to shape our national government and federal constitution.
. . . Dress Dolls to show how clothes have changed.
. . . Make models of houses to show how they have changed.
. . . Trace the influence a culture's ancestors had in establishing a political, social, or economic institution. (Example: Why were the writers of the U.S. Constitution so determined to make all people equal?)
. . . Make a time line showing the continuous development of transportation.

Book: The Story of the Mayflower Compact, Norman Richards, Children's Press
Film: Our Living Declaration of Independence, #324, S.D.E.

Concept III

RARELY CAN COMPLEX HISTORICAL EVENTS BE EXPLAINED IN TERMS OF SIMPLE CAUSE AND EFFECT RELATIONSHIP. RATHER, A STUDY OF THE PAST INDICATES THAT THE DOMINATE PATTERN IS TO HAVE A MULTIPLICITY OF CAUSES FOR A PARTICULAR EVENT.

primary activities

. . . Let child talk to class and tell reasons why his family moved to this locality.
. . . Research early history of community as to why this location was chosen for a desirable settlement.
. . . Invite a resource person to lead discussion around problems of a community caused by rapid growth.
. . . Take a field trip to explore a local problem caused by rapid growth.
. . . Define and study a local problem facing the community centered around providing public service.

intermediate activities

. . . Assign committees to research and report on Arkansas leaders who have contributed to the improvement of our nation.
. . . Utilize panel discussions to emphasize how historical developments in the United States was influenced by European events.
. . . Help child find information to lead to the generalization that exploration and cultural interchange have often been responsible for advances in civilization. (For example, the growth of Rome). Help the student use all available media to present his findings to the class.
. . . Study reasons and effects for the settling of the western United States.
. . . Assign committees to study the many causes of the wars in which the U.S. has been involved.
. . . Research the different ethnic groups of people who imigrated to the U.S.

Films: The Story of Christopher Cloumbus (32 frames) S.V.E.
Rome, City Eternal, #1142, S.D.E.
Ancient Rome, #1119, S.D.E.

Concept IV

CUSTOMS DIFFER AS PROGRESS IS MADE: THEREFORE, THE PAST SHOULD BE UNDERSTOOD ON ITS OWN TERMS. HISTORICAL EVENTS SHOULD BE EXAMINED IN LIGHT OF THE STANDARDS, VALUES, ATTITUDES, AND BELIEFS THAT WERE DOMINANT DURING THE GIVEN PERIOD, FOR THE GIVEN PEOPLE.

primary activities

. . . Collect old family pictures and artifacts to show that customs differ as societies progress.
. . . Project pictures from old catalogues and books, then discuss how progress necessitates change from old tc new. Visit museums.
. . . Compare our school and community with an industrial community or a city.

Book: We Live in the City, Children's Press

Films: Colonial Children, S.D.E.
Christmas Around the World (40 frames, 16½ min.). A.V.E.
The Field Trip (35 frames) S.V.E.
A Community and Its Citizens. #310, S.D.E.
Bip Goes to Town. #841, S.D.E.

intermediate activities

. . . Have a unit study on the comparison of our state with Alaska or Hawaii as to values, attitudes, and desires of the people when first settled and now.
. . . Have a unit study on the comparison of the United States with Mexico as to how and when the two countries were developed and reasons for the disagreements which have existed at various times.
. . . Compare ancient Rome and modern Rome. Make charts to portray the comparison.
. . . Let committees choose a subject such as automobile designs, furniture, architecture, women's fashions and follow the changes made. Discuss the attitudes and beliefs of the people at the time of the style. For instance, did customs and styles change with the Renaissance in Europe? Did the industrial revolution have an effect on customs or styles?

Books: Men at Work in Alaska, Francis C. Smith, Putnam
The First Book of Alaska, Evelyn Stefanson, Scribner
The First Book of Ancient Rome, Charles A. Robinson, Watts Publishing Co.
This Is Rome, M. Sasek, MacMillan

Films: Alaska, A Modern Frontier, * * #482, S.D.E.
Northern Mexico and Central Highlands (45 frames, 16 min.) S.V.E.
America the Beautiful (53 frames) S.V.E.
Mexican Children #760, A.D.E.
The People of Rome (52 frames, 15 mins.) S.V.E.

Slides: Mexico, The Land and Its People (25 slides) S.V.E.
Ancient Architecture Rome (10 slides) S.V.E.

Concept V

ALL CULTURES PLACE SOME VALUE ON FREEDOM AND HUMAN LIBERTY.

primary activities

. . . Dramatize and role play situations to portray that values and beliefs affect the development of culture in different societies.
. . . Write stories and illustrate with theme of fairness, respect, and cooperation.
. . . Plan an activity where children will actively participate in consideration of individual and group differences. Afterwards self evaluate success of the activity. Remind children to self evaluate periodically.
. . . Dramatize Pilgrims and the other groups settling in America.
. . . Make a bulletin board centered around the Bill of Rights.
. . . Discuss and write a definition of what democracy is. Make a collection of magazine pictures collected portraying some aspect of democracy.
. . . Read and discuss the development of the American flag.

Books: The Smallest Boy in the Class, Jerrold Beim, Marrow
Little Black Goes to the Circus, Walter Farley, Random
Tom and the Two Handles, Russell Hoban, Harper
The Rich Man and the Shoemaker, La Fontaine, Watts

Film: Recognition of Responsibilities (40 frames, 11½ mins.) S.V.E.

intermediate activities

. . . Invite a foreign person, or American who has lived in foreign country, to talk to class about that country.
. . . Have panel discussions to encourage critical thinking on the possibility of one person's freedom infringing on another person's rights. Study court decisions dealing with this conflict.
. . . Make a bulletin board to show that in a democracy people have rights and obligations.
. . . After reading on democracies of yesterday and today, let each child write a definition of what democracy is today in the United States or in his community.
. . . Find an example of democracy in action and illustrate.
. . . Make comparison charts to show that liberty and freedom are not valued equally in all cultures.
. . . Dramatize writing and signing of the Declaration of Independence.
. . . Write to the United Nations for information on its purpose and activities.

Books: The Hundred Dresses, Eleanor Estes, Harcourt
Meet Soviet Russia, Book I, John Gunther, Harper
Why the Russians are the Way They Are, Benjamin Appel, Little

Film: It Takes Everybody to Build This Land.#346, S.D.E.
Rules and Laws #355, S.D.E.

* S.V.E. Society For Visual Education, Inc. 1968 Catalog
** S.D.E. Arkansas State Department of Education, Division of Instructional Materials

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INTRODUCTION TO GEOGRAPHY

The criterion which determines one's capabilities as a geographer is the capacity to think geographically. Douglas (1:235) stated that a person does not possess abilities to think in these modes without experience. To learn to think geographically, one must concern himself with geographic problems; then he must seek to solve those problems using the concepts and methods of research characterizing geographic inquiry. Douglas felt that everyone can learn to think geographically. This being the case then, experience with geographic problems should be provided in the kindergarten and continue throughout the years the child is in school. The word geography is derived from geo (earth) and graphy (writing), which simply means "earth writing". Douglas (1:228) stated that the study of geography is concerned with the patterns of things as they occur over the face of the earth, the relationships of these things one to another, and the importance of these things to man. It is concerned with the meanings of natural and man-made features as they occur from place to place around the globe, and with what these kinds of "writing" mean to man. For it is in the uneven distribution of things over the face of the earth that the geographer seeks to create meaning and significance. Why things are where they are and their relationship to other natural and man-made pheonomena are therefore the "stuff" of geography and geographic inquire.

Because of its dual nature, geography is both a natural and a social science. Therefore, it should deal in both the physical aspects in that it should describe and explain the distribution, as was mentioned earlier, of the surface features as they are affected by forces and processes in nature. The cultural aspect is concerned with the distribution of man and his activities on the earth's surface and how adjustments are made to his environment. Cultural geography involves not only population distribution but also settlement patterns; land-use activities; ethics; linguistic; religious characteristics; and features of political organization. Through these activities of man the child is brought to understand his world by the time he has finished his schooling if he is taught, from kindergarten on, to generalize, reason, and learns the process of transfer as was stated in the book by Hanna, Sabaroff, Davies, and Farrar (3:61,67).

The suggested film listings were taken from the Arkansas State Department Audio-Visual Service in Little Rock for the convenience of the teachers.

Concept 1-a

PHYSICAL GEOGRAPHY SHOULD DESCRIBE AND EXPLAIN THE DISTRIBUTION OF SURFACE FEATURES AND DEFINE NATURAL REGIONS THAT ARE CAUSED BY AND CONTINUOUSLY AFFECTED BY FORCES AND PROCESSES IN NATURE. (1:513), (2:14)

A. Spacial relationship concepts:

1. The earth's size, shape, and set of motions influence life on the earth. (1)
2. The unequal distribution of sunlight or energy from the sun, which is caused by the shape of the earth, has influence on the circulation of the atmosphere and causes differences in climate and natural vegetation. (1)
3. The rotation and revolution of the earth are basic understandings of climate and time. The earth's rotation on its axis is a measure of time and causes night and day; seasons are caused by a combination of revolution, inclination, and parallelism of the earth on its axis. (1)
4. Earth movements and earth-sun-moon relationships are important to understand the geography of outer space. (1)

primary activities

. . . Movement of the Earth (Shadows). Measure and record lenght of shadows at 9:00 AM, 12:00 noon, and 3:00 PM.
. . . Earth and Sun Relations to man. Use a flashlight, a globe or a ball and a cardboard carton. Observe the dark (night) side of the globe and the light (day) side.
. . . Class participation and observation with the use of a globe tilted at 23 and a flashlight helps the pupils to understand the seasonal changes, which are established due to the spinning of our earth around the sun.
. . . Facts to be learned and actual observation.

1. When our part of the earth is tipped toward the sun, the weather grows warmer.
2. When our part of the earth is tipped away from the hot sun, the weather grows colder.
3. When days begin to grow longer and warmer, spring is here.
4. When days are longest (June) and hottest, summer is here.
5. When days grow shorter and cooler, autumn or fall is here.
6. When days become the shortest, winter is here.

. . . List signs of the season.
. . . Collect seasonal pictures from magazines.
. . . List man's activities in relation to the season.
. . . List ways that man is dependent upon the season.
. . . List man's recreational activities of each season.

intermediate activities

. . . Make a sundial.

. . . Make a planetarium from styrofoam balls to show the length of day and night. It can be used for season's also.

Film: #616 What makes day and night, Primary
#718 Earth in motion, Intermediate

B. Weather, climate, and earth crustal movements affect the surface of the earth therefore causing regional differences in landforms, minerals, drainage, and soils.

1. Many causes such as sunlight, temperature, humidity, precipitation, atmospheric pressure, winds, unequal rates of heating and cooling of land and water surfaces, irregular shape and distribution of land and sea, ocean currents, and mountain systems are what determine climate. (1)
2. The earth is divided into climatic regions: tropical, middle latitude, polar, and dry lands, each of which have several subtypes. These are classified on a basis of various combinations of heat and moisture and the distribution of these two factors, and they are a means of organizing information about the earth.(1)
3. Heat from the sun is the greatest source of all activity and life on the earth. The natural resources most indispensible to man are soil, water, solar energy, and air. (1)
4. Soil and vegetation are a cover over the nonliving surface configuration of the earth and provide the landscape with character and color. (1)
5. Since vegetation is related to climatic conditions, the climatic regions coincide approximately with major vegetation zones. (1)
6. Regional variations in soils are produced by the action of climate, vegetation, and animals on parent materials. (1)

Concept 1-b

primary activities

. . . Make rain using a teakettle.

. . . Have the children create mountains, plains, river beds, plateaus, etc., to form a somewhat visual image of topography in the sand table.

. . . Have the children collect pictures of people dressed for different climates.

. . . Have children bring in soil from around their homes and discuss what was growing on it and why.

. . . Construct a bulletin board showing layers of soil using various colors to represent the soil colors.

intermediate activities

. . . Mix sand and dirt together and form mountains, hills, and plains. Use a watercan sprinkler to represent rain and observe changes in landforms, formation of rivers, erosion, etc..

. . . Have children bring in rocks for the table display, identify as many as possible.

. . . Build a volcano using papier-mache. Insert a small orange juice can in the top. Place one teaspoon of ammonium dichromate and one teaspoon of iron fillings. Light with a long stemmed match and watch the lava flow.

. . . Have children bring in samples of soil where they live to compare.

. . . Have children bring to class daily newspaper with the weather and weather chart. Check to see if the weather forecasts are correct.

. . . Place a large circle to represent the globe on a large piece of paper. Cover the circle with strips of three different colors of construction paper. Let the colors represent the six climate zones.

. . . Write for soil from different sections of U.S. and world. Pen pals could help out here.

. . . Have a resource speaker on testing soil and why we add fertilizer.

Films:

# 878	Water cycle, Elementary
# 822	Weather, Intermediate
# 1266	How weather is Forecast, Elementary
# 5861	Our Changing Earth, Elementary
# 817	Volcanoes in Action, Upper Elementary
# 5927	Erosion Leveling the Land Upper Elementary
# 5840	Minerals and Rocks, Elementary

Concept II-a

Culture geography is concerned with the distribution of man and his activities on the earth's surface. Since man's occupation of an area is affected by the physical environment, cultural geography is also concerned with adjustments that he must make to this environment. Cultural geography involves not only population distribution but also settlement patterns (3:61); land-use activities; ethnic, linguistic, and religious characteristics; and features of political organization. Since cultural geographers are interested in the activities of people in relation to their spatial organization, they seek to interpret the various world, regional, and local patterns of economic, social, and political behavior. (1:514), (2:14)

A. Existance of Man

1. In man's constant efforts to satisfy his needs for food, clothing, and shelter and his other wants, he attempts to adapt,

1. In man's constant efforts to satisfy his needs for food, clothing, and shelter and his other wants, he attempts to adapt, shape, utilize, and exploit the earth. However, he leaves some aspects of the natural environment unaltered. (1)
2. By living in his environment, man determines the importance of the physical features of the earth. Although nature sets the general limits of economic life within a region, it is man who decides its specific characteristics. (1)
3. Man developes ways of adjusting to and controlling his environment. It might be thought that civilization depends upon the nature and extent of man's supply of energy and his ability to utilize and control it.(1)
4. Man's desires and level of technology relates to the extent of his utilization of natural resources. (1)

primary activities

. . . Have the children cut pictures from the available magazines depicting the different regions such as farm, ranch, rural mountain, lake, city, or seashore.

. . . Survey the community in search of the oldest buildings and the types of materials that were used in building them. A comparative study may be made between the old building and the modern building of today.

. . . Make dioramas depicting our homes.

. . . List the different kinds of materials used to make our clothing.

. . . List the animals that provide materials for our clothing.

. . . List the plants that produce materials for clothing. Examples are: flax, cotton, rubber tree, spruce tree.

. . . List synthetic materials (Dacron, Nylon, Rayon,) list clothing from each.

. . . Bring samples of the different types of clothing materials to class and display on the bulletin board.

. . . A group may make a study to find out why and how nylon and other synthetic materials are used.

. . . Make a chart showing the different kinds of clothes worn in different kinds of weather.

. . . Experiment to find out which dries faster, cotton or nylon.

. . . Picture collections of the various types of foods may be displayed on the bulletin board.

. . . Discuss the animal foods and the plant foods.

. . . Visit a supermarket to notice the different methods used to preserve food.

. . . Discuss where food is raised.

a. On a farm
b. In a truck garden
c. In an orchard
d. On a poultry farm
e. On a ranch
f. On a dairy farm

. . . Class discussions may be made on the various foods and many activities that take place in the production of each kind of food.

. . . Three divisions of fruits may be made; tree, vine, and bush. Search through seed catalogues for the different kinds of fruits and group them under the three headings.

. . . Make a list of grain foods.

. . . Collect pictures of animals that furnish people meat to eat.

. . . . Visit a bakery and make a list of the many foods made from flour.

. . . Visit a grocery store or supermarket and list the different kinds of flour.

. . . Make a list of corn products such as, corn meal, cornbread, corn muffins, popcorn, hominy grits, corn fritters, corn on the cob, cornflakes, corn syrup.

. . . Compare how rice is grown in the U.S. and other countries. Use the world map to show where most of the world's rice is grown. (India, China, Japan)

. . . Check to see what foods the children eat at home with grain in them.

. . . Help the children find a picture of a cocao tree, a tea plant , and a coffee tree. Use a map to show where the three foods are grown.

. . . Samples of spices in small bags, flavorings, and herbs may be brought to school. A game of identification may be made by the smell.

. . . Have the class research to find the country where different spices come from.

intermediate activities

. . . Have pupils pretend they are foreign correspondents and report how people make their living, get food, etc. in certain regions.

. . . Plant an orange tree and see what happens when freezing weather comes. Discuss why some crops are grown in certain areas.

. . . Have the pupils collect labels from food containers. They should try to determine if the product was produced in their state, in another state, if it is an imported product, or it is a sea food.

Films:

#5572	The Food Store, Primary
#1209	Food From Our Garden, Elementary
#5894	Building a House, Primary
#1467	Neighbors are Different, Elementary

B. Geographic linkage with cultural influences

1. The economic processes (production, exchange, distribution and consumption of goods) have a geographic orientation and vary with geographic influences. (1)
2. The factors of production, and (natural resources of the physical environment), labor, and capital, usually determine the location of production. This is influenced by the attainment of maximum efficiency as motivated by competition for the factors of production. (1)
3. Land has a dominant role in determining the location of production because it is less mobile than the other factors of production. The distribution of the population is also determined by the production location since people prefer to live near their work. (1)
4. Man's achievements within each geographical region are influenced by the kinds of climate, soil, native vegetation and animals, and minerals. (1)
5. Geography is concerned with changing patterns of land use as a factor of production. (1)
6. Political and social institutions are related to and contingent upon the natural environment. (1)

Concept II-b

primary activities

. . . Find pictures that show urban and rural communities. Make a collage for each area.

. . . Have children draw a mural to show what their father does to make a living. Discuss what natural resources, if any, influence his job.

. . . Take a field trip to a local factory. Find out why the factory is located where it is.

intermediate activities

. . . Do a comparative study on why our town was located where it is. Was it because of a river, crossroads, etc.?

. . . Make a study of Arkansas people and how they learned to live with their geography. (Crops and animals could also be used.)

. . . Compare farm sizes and town sizes of Arkansas with other states or countries by using an Atlas.

. . . Use the Atlas or Alamanac to compare the population of certain states, regions, or countries.

. . . Make dioramas and peep shows showing before and after a change in a region or country has taken place. Example might be Japan before and after World War II.

. . . Compare foods grown in different regions and try to determine why they are grown in different regions.

Films:
- #1122 Cities: Why They Grow, Upper Elementary
- #5766 The City, Primary
- # 744 Growth of Cities, Upper Elementary

Concept II-c

C. Reaction

1. The sequence of human activities is related to the particular time in which human beings live as opposed to similar environments. (1)
2. Man differs from animals in that he may undertake conservation to regain the balance of nature which might be upset by his actions. (1)
3. Political unrest and war has sometimes resulted from the desire to acquire the earth's natural resources. (1)
4. Geographic location plays an important part in political cooperation and strife between nations. (1)

primary activities

. . . Talk about animals that lived on the earth before man. Find pictures to display.

. . . In order to help children develop understanding of the meaning of brotherhood, make use of opportunities such as: exchange students, a parent raised in another country.

. . . Collect pictures showing resources being used wisely.

. . . Make a booklet on extinct animals and what happened to them, and why they became extinct.

intermediate activities

. . . Have a puppet show showing the early life in a region.

. . . Do a study on relations, exchange of goods, etc. between the U.S. and Canada or U.S. and Mexico, or between U.S. and Asia, etc..

. . . You are there! Several children may develop a narrative of an imaginary trip back in time.

1. An interview with a cave man.
2. Dinner with an Indian chief.
3. Early life of man.

. . . Make a mural to show how man uses the natural resources that the surface of the earth provides.

. . . Have the class depict a scene showing life in urban or rural areas for the territory studied.

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